CHAPTER V

CONLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of this study about students' perception on the use of Think-Pair-Square-Share technique in speaking which come from the result of the discussions of the previous chapter.

2.2 Conclusion

Speaking is a skill worth learning. If students are be able to speak English, it can be the bridge of their life in many things such as their career development, their business and even in the relationships they have with their friends, family and people in the surrounding. By learning to speak English, they will increase their self-confidence and make them more comfortable around other people. People agree that is always an asset to be able to communicate with other people around the world using English.

It is necessary to teach them speaking skill using interesting and effective activities which can give the students more chances to practice their speaking skill such as having conversations with fellow students or make a group activity. TPS (Think-Pair-Square-Share) provides students with "food of thought" on a given topics to formulate individual opinions with their pairs and share the ideas with other students (Lyman, 1987)

Think-Pair-Square-Share is a simple model of cooperative learning. This is a technique that gives the opportunity for students to work

independently an in collaboration with others, and it advantages to invite students participation. Therefore the aim of this study is to find out students' perception on the use of Think-Pair-Square-Share Technique in Speaking

On this study the total respondent were 33 students of 8th grade at SMPK St. Stanislaus Surabaya. All of the respondents had been taught the technique by following 3 meetings in 40 minutes. The instruments of this study were questionnaire and interview. The questionnaires were distributed to the students directly after 3 meetings have been held.

The questionnaire was divided into two parts and consists of four aspects. All statements from four aspects were based on the theory. The theory discussed on chapter 3 using cooperative learning method. The method has various techniques. One of them is using on this study was Think-Pair-Square-Share. The students used the technique step by step, Think-Pair-Square-Share helps the students understand the concepts of the technique itself and also understand the content of the passage given according to the findings.

Meanwhile the purpose of interview is to know why the respondent's answers are contradiction and gives the respondents a chance to explain more about their thought on Think-Pair-Square-Share technique as a means of improving their speaking achievement.

Six interviewees were chosen randomly. There were 3 questions asked: the first question was about "*Is Think-Pair-Square-Share effective to help you in learning speaking?*". Five interviewees (83.33%) admitted that Think-Pair-Square-Share was effective to help them in learning speaking; one of the interviewees expressed their perception through this technique. She said that*:"It's really effective because it helps her to learn English in daily life*. One interviewee (16.67%) disagreed, because she thought the technique was not effective and no need long discussion.

The second question asked," *In your opinion, does your partner or group, help you improve your speaking achievement?*. Five interviewees gave their opinion that partnering or grouping really helped them in improving their speaking 83.33%, some of them said that in their opinion group help them to improve their speaking and be able to interact with others also discuss with friends. One person disagreed (16.67%) because she found her partner did not help her at all, she said that "In her opinion, her partner does not help her to improve her speaking".

The third question about "*which is the best part of Think-Pair-Square-Share that improves your speaking achievement?*". Four interviewees (66.67%) agreed that all the parts of the Think-Pair-Square-Share really help them to improve their speaking achievement. Two interviewees (33.33%) felt that their speaking achievement was more improved through share activities.

As the result has been discussed above 80% agree that Think-Pair-Square-Share technique as a means of improving their speaking achievement gives the positive responds. The technique can effective to help the students of improve their confidence. The student could explore themselves in expressing their opinion through learning speaking. By using this technique the students can more interact with their friends and the student already got some various activities.

Therefore, there 20% disagree from this technique according to the students' responses there some disadvantages they had already gotten from the teaching and learning process such as time consuming, some of them thought this technique is need too much time to discuss with some steps in order to applied this technique.

The next one is partner not helpful, the respondents also consider that their partner did not help them at all to improve their speaking; the respondents prefer to work alone rather than work in pair. The same things happened to the group situation, from the finding the respondents assume that grouping only makes such a noise, this situation does not help them to work together.

2.3 Suggestions

1. For the teachers

Improving students' skill is the job of English teachers. The teacher should not only focus on improving the reading, listening, and writing skills, but also speaking as well. It can be done by applying appropriate technique or strategy, so that the students are motivated in teaching and learning process of speaking.

Think-Pair-Square-Share Technique is as an alternative way to improve students speaking achievement. The technique keeps all the students involved in class discussion and provides an opportunity for the students to share their answers with partners, group and in front of the class without any pressure. However the teachers need to explain Think-Pair-Square-Share clearly so the student can use it efficiently. The teachers should pay attention to the classroom management in order to make the activity more effective.

While applying this technique, the teachers should pay attention to time management since this technique is time consuming so the teachers also should be able to fully monitor the class during grouping and sharing session in order to make the group discussion in line with the material.

2. For the future researcher

It is advisable that the result of this study can be used as one of references for other researchers who conduct the similar studies related to the development of students' speaking achievement. Future research could be developed more by conducting experimental study or an action research so that the future research could find out the mean score of the pretest and posttest done by the students.

The future researcher can give the treatments of Think-Pair-Square-Share technique in different level of students e.g. for Senior high school or university levels. The future researcher also can implement Jigsaw technique from Cooperative Learning method in investigation of reading ability since it is good for increasing students' reading comprehension.

This study has not been done the try out because there is only one class during conducting this research; the future researcher can do the try out first before take the data and analyzed the data.

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